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ABSTRACT

The Pennsylvania Advancement School (PAS) opened for its first group of students in October 1967; since then, numerous programs and activities have given the school publicity. In this paper, general information about the school's activities is presented. The paper is divided into three sections: (1) activities that constitute PAS's core program; (2) staff development and consultant services related to the core program; and (3) other activities in which the school or individual staff members participated. The school's effort to effect changes has worked on several levels, from sustained work with students and teachers to dissemination activities such as convention presentations, books and articles, and the hosting of thousands of visitors. Those involved in the program feel hopeful that their efforts will eventually bring about success. (Author/JW)

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UPDATE ON PAS:

a look at the Advancement School's activities since its establishment in Philadelphia

September, 1967 to December, 1970

by

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INTRODUCTION

The Pennsylvania Advancement School (PAS) held its first staff meeting on September 14, 1967 and opened for its first group of students a month later, on October 14, 1967.

From tnen until January 1, 1971, PAS has

---enrolled 1253 students for at least one session;

---conducted sustained workshops programs (at least six sessions) for more than 350 Philadelphia teachers, counselors and administrators;

---provided internship experiences for 54 graduate and undergraduate education students;

---offered work-study opportunities for 41 college undergraduates;

---made presentations and/or conducted workshops at about 50 colleges seminars, national conventions or other meetings of professional groups in education;

---provided consultation to nearly 25 school districts, community groups, or other civic agencies;

---assisted at least 30 school groups, system-wide committees, central office administrators or other personnel of the School District of Philadelphia in the planning or operation of staff development programs, curriculum development work, or various public programs;

---developed over 20 curriculum programs which have been printed and distributed to more than 11,000 people, both within and outside Philadelphia;

---provided programs for about 4200 visitors;

---appeared in 23 books, newspaper or journal articles on both the local and national levels.

The impact of these different activities has varied considerably, in terms both of numbers of people affected and the lasting power of the influence.[1] Consequently, this report is divided into three sections: Part I presents activities that comprise the Advancement School's core program; Part II describes staff development and consultant services which were related to the core program; and Part III presents various other activities in which the Advancement School---or individual staff members---participated, activities which generally did not require a major commitment of resources and energy.

PART I

THE ADVANCEMENT SCHOOL'S CORE PROGRAM

In the course of the 3 1/2 years, the core program has consisted of five basic parts:

1) The program for students at 5th and Luzerne;

2) Work with interns and college co-op students;

3) The external staff development program;

4) Curriculum and program development;

5) Research and evaluation.

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[1]It should be emphasized that this paper is not an attempt to "evaluate" the programs which the Advancement School has conducted during the 3 1/2 years it has been in Philadelphia. The intent of the paper is to summarize and present general information about the scope of the Advancement School's activities. The reader is referred to documents mentioned in the text for detailed descriptions of the various programs and, in some cases, self-evaluations prepared by the Advancement School staff.

1. Program for students at 5th and Luzerne.

The Advancement School has enrolled 1253 boys in its program at 5th and Luzerne. They have come from the 5th, 6th, 7th, 8th and 9th grades of more than 30 public and 12 parochial schools in Philadelphia.

During the first two years of the Advancement School, virtually all the boys were enrolled for either a 14-week term, or for a 6-week summer session. For the last two years, boys have been admitted for a full-year session. Of the 1253 boys who have attended the Advancement School, 522 were here for 14 weeks and 407 were enrolled for a full-year term; 324 attended a summer session.

2. Work with interns or college co-op students.

The Advancement School has provided internship or student teaching experiences for 54 graduate and undergraduate education students. They came from Temple, Antioch-Putney, Harvard, Drexel Institute of Technology, University of Massachusetts, Philadelphia College of Art, Swarthmore, Cheyney State Teachers College and the University of Pennsylvania. They have worked closely with PAS students, learned about other projects in Philadelphia, been involved in curriculum development programs and other aspects of an experimental school, attended seminars on different aspects of teaching and learning, and been introduced generally to some of the problems of urban education. Several Advancement School staff have held appointments at various universities and course credit has been awarded for many activities conducted at the Advancement School.

More than 40 college students from Lincoln University, Antioch College and the Great Lakes Colleges Association have carried out their work-study programs at PAS. They have assisted in teaching and curriculum development, worked in the media and research departments and tutored students.

3. The external staff development program.

More than 350 Philadelphia teachers, counselors and administrators have participated directly in activities conducted by the Advancement School as part of its external staff development program. Of this number, 213 were involved in an intensive 6-week (5-week for Summer, 1970) summer session conducted during each of the last three summers. Most of these people continued their affiliation with the Advancement School during the regular school year, working with PAS staff members assigned full-time to their schools.

During 1970-71, Advancement School personnel are working closely with 46 teachers who are staffing annexes or minischools in six Philadelphia public schools: Jones, Penn Treaty, Stoddart-Fleisher, Beeber and Shoemaker Junior High Schools; and Mann Elementary School. More than 1130 students in these schools spend the major proportion of their day in these minischools.

Twelve Philadelphia teachers have spent a semester or full school year as "resident teachers" at the Advancement School, participating with PAS staff in teaching, counseling and curriculum development work. Eleven other people are enrolled during the 1970-71 school year in a counselor training program, being conducted jointly by the Advancement School, Antioch-Putney Graduate School, and the School

District's Office of Pupil Personnel. More than 75 additional Philadelphia teachers and administrators have participated in one of two major workshop series conducted by PAS, one in curriculum development and one in simulations.

4. Curriculum and program development.

Considerable effort has been devoted to the development of curricula and instructional programs that can be used by teachers, both within and outside Philadelphia. Most material that has been printed and distributed are not finished "packages," although some do have a well worked out rationale and sequence of lessons. Many units are designed to be used flexibly, according to the needs, priorities and particular situations of individual teachers. Other publications present resource material for teachers, or general guidelines for classroom organization, instructional techniques and selection of content.

In all, more than 13,000 copies of PAS curricula and program descriptions have been distributed. Among the materials that have been prepared are the following publications:

Social Studies
- Human Development Lab
- The Gang Unit
- Afro-American Studies Bibliography
- Urban Studies
- Simulations (six parts)

Language Arts/Communications
- The Ad Game: a language development unit
- Stud Spelling
- The Reading-boxing unit
- Communications: a creative approach to teaching
- The Creative Student (Student Writers as Teachers)

Science
- Mice and Men: a unit of study in science

Mathematics
- Tangrams
- Sets
- Seeing Through Fractions
- Geometry: Perception

Counseling/mental health curricula
- Outdoor Education Project
- Counseling in Urban Schools: a handbook
- Family Groups

Materials in the following areas are in preparation:

- Improvisational drama
- Achievement Motivation Science Lab
- Description of a Mathematics Lab Approach

In addition to curriculum units and other materials designed for instruction, a number of reports have been prepared which provide more general information about the Advancement School's programs:

- PAS: Program for 1970-71
- Summer '70: Report on 1970 Summer Workshop
- PAS Two-year Report
- PAS Laboratory School, 1967-70
- Report of the 1968 Summer Workshop
- Saturday Workshop Report
- External Staff Development, 1968-69
- 1969 Counseling Summer Program
- Description and Evaluation of a Simulations Training Workshop
- Guide to PAS

The Advancement School has also provided visual, or multi-media descriptions of some of its programs. For each of the first four terms, for example, students helped prepare a yearbook containing pictures and student writing about the program. In addition, staff members have produced the

following multi-media productions which have been both used within the School and shown to a variety of audiences:

PAS Orientation Slide-tape (1967-70)

PAS overview Slide-tape

Summer Workshop (1968) Slide-tape

Summer Workshop (1969) Slide-tape

Outdoor Education Program (LaAnna) Slide-tape

Slide-tape on counselor training program

Reading-boxing Slide-tape

Simulations movie

Two additional films are currently in preparation. One discusses our 1970 summer workshop program and analyzes the carry over effects of that program into our ongoing work with minischools during the 1970-71 school year. The second film, sponsored by the School District's Planning Office, deals with the problems of innovation within the School District generally.

5. Research and evaluation.

The Advancement School's Research Department has viewed as its most important function, the collection and analysis of data that can be used by staff and administration to improve the program. The following are examples of some of the formative evaluation studies conducted during the last three years: sociogram analyses which presented information on interpersonal preferences within instructional teams; analyses of the relationship between a student's prior school absences and his performance at PAS; studies of differing staff perceptions of students' involvement in the

PAS program; a study which demonstrated differences among several teams in the extent to which their programs were perceived as appropriate for low, average and high readers; an interview survey of students and teachers at one of PAS' "target schools" which revealed some problems that were immediately addressed.

Even in the more comprehensive studies that have been conducted, efforts were made to formulate the research problems, analyze the data, and report the results in ways that would provide useful feedback to people involved in the Advancement School's programs. Since the School District's Office of Research and Evaluation has taken responsibility for the formal, summative evaluations of the Advancement School, the School's internal research staff has been free to undertake studies that provided useful feedback and perspective on various aspects of the Advancement School's program.

A variety of reports has been prepared by the Advancement School's Research Department. The list below contains those that were intended for distribution as well as for internal use:

A Descriptive Study of the PAS Underachiever

A Study of Parents' Reactions to the Pennsylvania Advancement School

An Interim Follow-up Report on PAS Graduates

A Study of PAS Reading Program: Fall, 1968 to Winter, 1970

Team 8 Report: A Report on the Organization of an Interdisciplinary Team

Description and Evaluation of a Simulations Training Workshop

Participants' Reactions to the Summer, 1969 Workshop

A Case Study of Nine Puerto Rican Boys Attending the Pennsylvania Advancement School

An Initial Attempt to Measure Attitudinal Changes and Group Interaction of Students in a Self-Contained Team

Three major studies are underway during the current year: 1) a comprehensive follow-up study of PAS graduates; 2) an intensive analysis of the planning, program, dynamics and effectiveness of a PAS instructional team; and 3) an in-depth study of the Advancement School external program in two target junior high schools.

PART II

RELATED STAFF DEVELOPMENT AND CONSULTANT SERVICES

In addition to activities described in Part I, PAS has responded to a variety of requests from people or groups not involved in the core program. Deciding how to respond to the different requests has always been---and still is---a problem for the Advancement School. The difficulty here is in determining the optimal allocation of PAS resources, creating a viable balance between the need to conduct a cohesive program with its own integrity, and being able to respond to requests for services from various groups within and outside Philadelphia.

This section describes some of these services. While incomplete, the list provides an indication of the scope and variety of the projects Advancement School staff members have assisted with during the last 3 1/2 years. For convenience,

the section is divided into two parts: those projects associated with the School District of Philadelphia, and those which have been sponsored by groups or agencies outside the School District.

For the School District of Philadelphia

Several staff members helped plan and conduct a series of staff development sessions for teachers scheduled to staff a new school in District 6.

An Advancement School staff member conducted staff development workshops for teachers in the area of simulations, and helped plan and stock a simulations resource center in one of the junior high schools.

A curriculum specialist has consulted with several junior high and elementary schools, helping them design outdoor education and camping programs.

PAS provided facilities and consultation to the audio-visual coordinator of the Pickett Middle School for the preparation of a slide-tape presenting the plans for that school.

The chairman of the Advancement School reading project helped conduct an EPDA Institute for West Philadelphia High School English teachers.

Advancement School staff members have helped four schools write proposals for $10,000 grants under the Dissemination and Diffusion Program. Three of the four proposals were funded.

PAS helped plan and conduct---and used its facilities for---an all-day workshop program for the social studies department chairmen in Philadelphia junior and senior high schools.

Advancement School teachers have served on the central curriculum committees of several curriculum areas within the School District.

Two PAS staff members wrote an EPDA proposal which provided funds to pay the salaries of three teachers released for a year to help plan the Pickett Middle School. The grant also provided some money for staff development.

Several other Advancement School teachers consulted with the curriculum committees at Pickett, helping to design the instructional program.

A curriculum specialist worked with the School District's social studies office in the development of an urban studies curriculum. He also participated in a program on WHYY describing the curriculum.

One staff member has participated in a School District project to develop a source book on Puerto Rican culture and history.

An Advancement School media specialist prepared a multi-media presentation and slide-tape for a Board of Education meeting which described the different projects sponsored by the School District's Planning Office. The slide-tape subsequently was used by the Planning Office for several other meetings.

In conjunction with the Language Arts Department of the School District, an Advancement School curriculum specialist helped plan and conduct a series of Saturday sessions for gifted student writers.

The Advancement School has provided some resources to help in the creation of the Lower Kensington Environmental School.

A PAS staff member served on the School District's Reading Task Force. Another participated in the design of the District's Program for Disruptive Students.

The PAS audio-visual media department has provided help to the Intensive Learning Center in the production of several slide-tapes.

Several Advancement School teachers conducted sessions for a summer staff development workshop in connection with Sayre Junior High School and Citizens for Progress.

Under the sponsorship of the School District's Planning Office, an Advancement School media specialist is preparing a film on innovations.

Groups of teachers from several Philadelphia schools have used the Advancement School's recording facilities and media equipment for the production of materials for their classes.

Outside the School District

Several PAS staff members helped plan a series of language arts workshops in conjunction with the Pennsylvania Office of Education.

The Advancement School provided considerable help in planning the program of the proposed Trenton Advancement School.

Two people from the Advancement School consulted with officials in the Harrisburg (Pa.) schools about the possibility of using PAS materials and techniques in a troubled junior high school in that city.

Several PAS staff members were engaged in deliberations concerning the proposed creation of an Advancement School model in one of New York City's de-centralized districts.

The Advancement School has provided help to the Gary (Indiana) Advancement School, established in connection with that city's Model Cities Program.

Several sisters from the Order of the Sacred Heart attended PAS summer workshops. Following the summer program, Advancement School staff helped them run workshops for other sisters in the Order.

A group from the new Institute of Education of the University of Massachusetts (Boston) has asked the Advancement School for consultant help in the planning of their overall program and organization.

Several PAS staff members helped plan and conduct a series of human relations workshops in conjunction with the Philadelphia Archdiocese.

An Advancement School staff member helped a committee of the Pennsylvania Office of Education design a curriculum to be used in one of the State's prisons.

PAS teachers and curriculum specialists have planned and/or conducted staff development workshops for the Springfield, Cheltenham, and Upper Merion School Districts, and for a Chester County In-service staff development program.

Advancement School staff members also conducted staff development programs for some parochial school teachers from schools in Washington, New York City and Philadelphia.

A team of teachers and community people from the Adams-Morgan School in Washington attended one of the Advancement School's 6-week summer workshop programs.

PART III

OTHER DISSEMINATION ACTIVITIES

There are four major areas of activities included in this section: 1) conventicns or panels at which the Advancement School made presentations; 2) college or university seminars where aspects of the PAS program were presented and discussed; 3) the program for visitors at 5th and Luzerne; and 4) descriptions of the Advancement School or aspects of its program in newspapers, magazines or books.

In some cases it was difficult to determine whether a particular activity should be included in this section of the paper, or in the one preceding it. An attempt was made to differentiate between services, presentations or workshops which required substantial planning, time investment or follow-up (Part II) and those which had less focus and probability of impact (Part III). Groups from the Trenton Advancement School, for instance, spent many days visiting PAS and engaging staff members in conversatiions about program and curriculum; most visitors spend only a day at the Advancement School, with little prior planning or follow-up.

The nature of the audience and the general context also was considered in deciding whether to include an activity in Part II or Part III. For example, a simulations workshop for Philadelphia teachers is described in Part II, but a similar presentation made as part of a national ASCD conference is included in Part III.

Although the difficulty of determing the effectiveness or worth of a given activity applies to all parts of this

paper, it is particularly acute in Part III. With many thousands of people exposed to PAS and virtually no follow-up, we have no way of knowing the net results of these activities. How many people have picked up curriculum or staff development ideas from one of the Advancement School's presentations? How many college students' views of education have changed as a result of a seminar led by a PAS staff member? How many teachers are using techniques or materials that they first saw during a visit to the Advancement School? What effects have books and articles written about PAS had on the many thousands of readers?

1. Presentations at conventions and conferences.

The Advancement School has made presentations at 34 conferences, conventions or general meetings of professional groups in education. It is estimated that more than 5300 people have participated in these sessions.

In 1968, the Advancement School made presentations in a series of workshops for the National Laboratory for the Advancement of Education and won the Aerospace Education Foundation Medal of Achievement. A PAS slide-tape and discussion provided the keynote address for the 1969 Annual Convention of the Pennsylvania State Education Association. In March, 1970, a team of Advancement School staff members made a presentation before 200 Title III officers from across the country at the Conference on Innovation, sponsored by the National Advisory Council on Innovation.

The Advancement School also made presentations for several hundred delegates to the annual convention of the

National Association of Elementary School Principals (May, 1970) and for people attending the Salt Lake City Convention of the National Association for the Education of Young Children (November, 1969). Several hundred people at a conference on Urban Education at the University of Massachusetts also viewed an Advancement School slide-tape and participated in subsequent discussions.

The Advancement School helped coordinate and hosted a workshop for the Middle Atlantic Film Board and participated in a week-end workshop on environmental education sponsored by the New Jersey State Conservation Society. A paper presenting some research findings at PAS was presented at the February, 1969 convention of the American Educational Research Association.

Within the Philadelphia School District, Advancement School staff members participated on panels at the District 8 Professional Seminar, at a meeting for supervisors and principals of special classes and at a session for language arts collaborating teachers. Presentations about PAS also were made for meetings at the Friends Neighborhood Guild, Fellowship House, the Community Orientation Institute, the English Club of Philadelphia, and the Philadelphia meeting of the Harvard School of Education Alumni Association.

In addition, presentations about parts of the Advancement School's program were made at the following meetings or workshops:

Middle Atlantic States, Title III Conference on Dissemination

1969 Annual Convention, Association for Supervision and Curriculum Development

1970 Annual Convention, Pennsylvania Association of Teachers of English

1968 Meeting, Georgia Council of Teachers of English

Conference on Simulations, Association for Supervision and Curriculum Development

1969 Conference of Friends Schools

Conference on Creativity in Physical Education

American Civil Liberties Union, Conference on Student Rights

1969 Annual Convention, American Camping Association

Workshop on Simulations, Western Behavioral Science Institute

Conference on Outward Bound, University of Massachusetts

1968 Annual Convention, National Council for the Social Studies

Conference for Teachers of English, held at Temple University

Meeting of Local 762, Delaware Federation of Teachers

Conference on Urban Education, Ontario Institute for Studies on Education

Workshops for Blue Ridge (North Carolina) Opportunities Commission

1970 Annual Convention, Pennsylvania School Counselors Association

2. College or university seminars.

In addition to the on-site experiences at 5th and Luzerne provided for graduate and undergraduate students, PAS staff members have made presentations and led discussions at a number of college campuses. The objective has been to acquaint college students, generally those heading for careers in education, with some approaches used at PAS and to engage them in discussions of general educational issues, with particular emphasis on urban situations. About 1100

college and university students have been involved in these programs.

Several Advancement School staff members have conducted sessions at the Antioch-Putney Graduate School of Education. Topics ranged from simulations to science curriculum. PAS-led classes also have been parts of several courses at the University of Pennsylvania and Temple University. The Advancement School took responsibility for coordinating seminar sessions for Harvard students interning in the Philadelphia area and became the central site for the Philadelphia programs of the University of Massachusetts.

In addition, PAS teachers and administrators have conducted classes or made presentations at the following colleges or universities:

Swarthmore College
Haverford College
Lincoln University
Philadelphia College of Art
Drexel Institute of Technology
West Chester State College
Penn State at Ogontz
Massachusetts Institute of Technology
Bank Street College
Teachers College, Columbia University
Kutztown State College
Harvard University
University of Massachusetts

3. Visitors to school at 5th and Luzerne.

During the past 3 1/2 years it is estimated that the Advancement School has been visited by about 4200 people. Nearly all had opportunities to observe classes and talk with staff and students. Many visitors requested curriculum materials which they wanted to use in their own classes.

It is, of course, difficult to assess the effects of a visit to the Advancement School. People visiting during the 1969-70 school year were asked to complete questionnaires; other visitors have written letters sharing with us their impressions of PAS. On the basis of this feedback---plus information from informal conversations during the visits---it appears that visitors generally have an enjoyable and interesting time at PAS. Most say that, despite the obvious differences between the Advancement School and their own situations, they found things that they intend to implement in their own classes. Whether they in fact carry out these intentions is another question.

Several hundred of the visitors have been Philadelphia teachers, counselors or administrators who have used one of their "observation days" to visit PAS. We are especially hopeful that these people are using materials and techniques that they saw during their visits.

The Advancement School also has provided programs for special groups of visitors from the School District. Several groups of officers from local Home and School Associations have visited PAS and a group of officers from the City-wide Home and School Council spent a morning here. In addition, groups of Home and School Coordinators, district nurses, attendance officers and elementary school counselors have visited and had opportunities to learn about our program.

PAS has hosted a variety of groups and individuals referred by the Superintendent and other administrators at 21st and the Parkway. School teachers and administrators from across the country and several foreign nations have

been able to visit classes and talk with Advancement School staff. A delegation from the World Bank visited the School in 1970 and officials from Great Britain, Hawaii, Australia and UNESCO were here during 1969.

Several groups of officials from Washington and the Pennsylvania Office of Education have come to see the School. In most of these instances the visits were intended primarily as an opportunity to learn about and discuss the School's change strategies. One such group was the Staff Seminar of the Washington Internships in Education Program, made up of congressional assistants and officials of the U.S. Office of Education. Another was the Title III staff from the Pennsylvania Office of Education.

The Advancement School also has provided visiting programs for groups of students from nearby colleges. In addition to special provisions designed for the "co-op" programs of Antioch College and Great Lakes Colleges Association, PAS has hosted groups from Temple, Beaver, Penn State, Philadelphia Community College, Swarthmore, Lincoln, LaSalle, Lockhaven, Cheyney, Kutztown, Millersville and the University of Pennsylvania. Several "teams" from the Temple Teacher Corps program have also spent days at PAS.

In connection with the Philadelphia Suburban School Study Council and the University of Pennsylvania, the Advancement School hosted for a morning fourteen suburban school superintendents. Several superintendents indicated an interest in further work with PAS.

Many individuals and groups from non-public school settings have visited to get help for their own projects.

The work with groups from the Gary and Trenton Advancement Schools has already been mentioned in Part II. We have been visited by community groups from Boston, Washington and New York City. The staff of a Pittsburgh Street Academy came to see our program and talk with teachers. In addition, we have spent time with representatives from several Job Corps Centers and with a group which is setting up an educational program in conjunction with a re-entry project at Fort Dix.

4. Books and articles.

Many thousands of people have learned about Advancement School programs through numerous articles published in the local and national media. The publications vary from newspaper clippings and feature stories to articles in professional journals and books.

Several articles about PAS have appeared in national magazines. For example, two articles in The Nation (January 15, 22, 1968) by David Cooper and Farnum Gray describe the Advancement School's move from North Carolina and establishment in Philadelphia. A series of articles in the Southern Education Report (April, 1968) also discuss the Advancement School's first year. A more recent description of some PAS curriculum approaches and instructional techniques is provided in a Saturday Review (July 15, 1970) article entitled, "No Place for Radicals: the Pennsylvania Advancement School."

Material on the Advancement School has appeared in several other publications with a national audience. Farnum Gray's article, "Teach people---not subjects," was published in the February, 1969 issue of Colloquy and an article about PAS by Dr. Napoleon Vaughn will appear in a

forthcoming issue of Action, the magazine of the American Baptist Church.

Local coverage of the Advancement School has been extensive. In addition to several articles in daily papers, two features have been published in Sunday Magazine Sections: "The Idea is to Get These Kids Turned On," by John T. Gillespie (Sunday Bulletin Magazine Section, March 10, 1968) and "Pennsylvania Advancement School: Dropout Candidates Turn On," by John P. Corr (Philadelphia Inquirer Magazine, January 19, 1968).

Several professional journals in education have published articles about PAS curricula. An article describing the "Reading-boxing Unit," an approach to language arts motivated by students' interest in physical activity, was published in the November, 1969 issue of the journal of Health, Physical Education and Recreation. The January, 1971 issue of Social Education, the national journal for social studies teachers, contains an article describing an environmental approach to social studies developed at the Advancement School. An article by R. Keith Hite, "The Pennsylvania Advancement School: it might be dingy on the outside but it's alive on the inside," was published in the April, 1969 issue of Pennsylvania Education. A 1968 issue of Newsletter, a publication of the Research Council of the Great Cities Program for School Improvement, featured a section relating the Advancement School's program to its use of physical space.

The Advancement School also has been discussed in chapters of several recent books. Dale C. Farran's chapter,

"Competition and Learning for Underachievers," was published in Simulation Games in Learning (Sarane Boocock and E.O. Schild, Editors. Sage Publications, 1968). A chapter on the Advancement School's first year was included in Turning on the System, by Henry Resnik (Pantheon, 1970), and Radical School Reform (Edited by Beatrice and Ronald Gross. Simon and Schuster, 1970) contains a chapter which discusses PAS.

Two forthcoming books feature the Advancement School. In Teaching Social Studies in Urban Schools (edited by Vincent Rogers. Addison-Wesley, 1971), two articles about PAS appear: "The Social Studies in the City: One School's Approach," by Daniel S. Cheever, Jr.; and "Improvisational Drama: Exploring the Self as Content," by Farnum Gray and George Mager. A second book, devoted in its entirety to an exploration of the uses of improvisational drama, is currently being prepared for publication by Farnum Gray and George Mager.

Other materials published about the Advancement School include:

Want to Master Math? Try a Game, by Kenneth G. Gehret in The Christian Science Monitor, April 13, 1968

Games Work with Underachievers, by Dale Farran, in Scholastic Teacher, November 9, 1967

Schools for the '70's: A Challenge from North Carolina, by John Mathews. Washington Evening Star, February 17, 1970

Pennsylvania Advancement School -'It's Great', by Jose Ortiz (class of February 1969). Voice of PSEA, October 27, 1969

Pennsylvania Advancement School: Classrooms Come to the Conference. Scholastic Teacher, January 17, 1969

Reforms are Sweeping: Philadelphia School's Aiding Blacks, by William Grant. Detroit Free Press, November 17, 1967

The Shedd Revolution: a Philadelphia Story, The Urban Review, January 1969 - Vol. 3, number 3

CONCLUSION

This paper has provided an overview of some of the Advancement School's attempts during the past 3 1/2 years to affect changes in schools. As the preceding pages indicate, the effort has been on several levels, from sustained work with students and teachers to dissemination activities such as convention presentations, books and articles, and the hosting of thousands of visitors.

The difficulties have been immense, and Advancement School staff have not deluded themselves by presuming that their efforts are making a substantial impact within Philadelphia, let alone outside the city. Nevertheless it is possible to identify students who have changed and Philadelphia classrooms which are different as a result of interactions with PAS. One can also point to projects outside Philadelphia which have benefitted from contact with the Advancement School.

We're proud of what we have accomplished in the 3 1/2 years of our existence in Philadelphia but recognize that it is only a start. We feel that other projects have much to gain from an analysis of our efforts so far---those which failed as well as those which were successful. And PAS is continuing to search for more effective ways to improve the

education of Philadelphia schoolchildren. Until the work of institutions such as the Advancement School can be tied into more comprehensive efforts at educational reform, however, it is difficult to be optimistic about the chances for lasting and significant impact.

The Pennsylvania Advancement School

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